1. Enrollment
   a. New Students
      i. Recruitment
         1. Attend and present at transition fairs for students with disabilities
         2. Present to groups of high school students with disabilities at BC and on their home campuses
         3. Table at BC campus fairs
         4. Confer with area community resources such as the Independent Living Center
      ii. Entering the pathways (this includes career clarification and goal commitment)
         1. Meet with each incoming student individually for an hour to complete DSPS intake
         2. Create an Academic Accommodation Plan for each new student
         3. Complete ASEPs and/or CSEPs with new students
   b. Returning/Continuing Students
      i. Retention
         1. Frequently remind students about priority registration dates/deadlines
         2. Provide a minimum of one annual contact with each returning student
         3. Teach students how to interact with faculty in a positive way individually and in groups
         4. Teach students about health and wellness through adaptive fitness
         5. Continue DSPS peer support group
      ii. Progression
         1. Support students in their classroom learning by providing accommodations such as testing, recording, special seating, books in alternative format, special software, and auditory information in visual formats (realtime captioning, sign language interpreting)
         2. Teach students about accommodations and their individual disability-related needs
         3. Teach students how to use assistive technology to support their school and work
         4. Complete ASEPs and CSEPs with continuing students
         5. Update Academic Accommodation Plans
         6. Monitor student progression via MIS reporting to the State
   iii. Completion
      1. Provide a job seeking program for students with disabilities
2. Co-host career fairs on and off campus. Promote the events to students with disabilities
3. Collaborate with the Mayor’s HIRE Committee events such as career fairs and luncheons
4. Update CSEPs
5. Complete graduation packets with students for A&R

**c. Programmatic Growth**

i. Create a DSPS department identity
   1. Integrate DSPS personnel and components into one location
   2. Present at new faculty and adjunct faculty orientations
   3. Table at BC campus fairs

ii. Serve on campus committees to promote DSPS
   1. Students of Concern
   2. Accessibility Task Force
   3. EODAC
   4. Facilities
   5. EOPS/CARE/CalWorks
   6. Counseling Department

iii. Promote DSPS to high school, community, and campus resources
   1. Plan and implement Disability Awareness Day activities

**d. Systems Obstacles**

i. In admissions process
   1. High school transfer students don’t know their BC ID numbers or their social security numbers
   2. Confronting the negative ‘special education’ stereotype

ii. In enrollment process
   1. Many students don’t take advantage of priority registration

iii. Communications
   1. Most students don’t read their email timely

iv. Budget
   1. Prior-prior – our budget is based on numbers from 2 years ago.
      a. Interpreters need to be paid now, but we don’t get paid for them for two years

v. Technology
   1. We don’t have the funds to pay for an electronic data management system
   2. MIS reporting process is tedious without an electronic data management system

2. Guided Pathways
   a. Clarifying the path
      i. Meet with new students for an hour and continuing students for a half hour

   b. Entering the path
      i. Hand out pathway/major information at high school presentations
ii. Refer students to major pathways of interest during individualized counseling appointments

   c. Staying on path
      i. Provide alternative materials and assistive tools to support students in their learning
      ii. Follow up with students on their Academic Accommodation Plans and through MIS reporting

   d. Ensuring learning
      i. Support students in their classroom learning by providing accommodations such as testing, recording, special seating, books in alternative format, special software, and auditory information in visual formats (realtime captioning, sign language interpreting)
      ii. Teach students about accommodations and their individual disability-related needs
      iii. Teach students how to use assistive technology to support their school and work

3. Student Success and Equity
   a. Technology
      i. DSPS is in desperate need of an electronic database, but we cannot afford the annual fees.
   b. Systems obstacles
      i. Budget-- DSPS cannot afford to purchase the technology we need to move DSPS into the 21st century

4. Accreditation
   a. Participate in ongoing accreditation activities.